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This ESEA/Title III program was designed to develop a first grader's ability to think of events in correct sequence. Throughout first grade, children are taught sequence by using objects they can see and handle and by using experiences with which they are familiar. Dramatizing nursery rhymes, relating the sequence in which familiar tasks are accomplished, illustrating stories, and recalling the sequence of events in stories read aloud are included as examples of activities used in the program. (MD)

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BOSTON-NORTHAMPTON

LANGUAGE ARTS PROGRAM

ESEA - 1965

PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

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TITLE: DEVELOPING A SENSE OF SEQUENCE

First Grade

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DATE: September, 1968

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DEVELOPING A SENSE OF SEQUENCE

First Grade

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEVELOPING A SENSE OF SEQUENCE

Grade 1

The ability to think of events in a story in correct sequence is one of the most difficult reading skills that children need to master. The sense of time at this early age is not very well established; neither is there much interest in time. Last year or several years hence does not mean much to a first grader nor does he have any interest in last year or next year, or even next week and yesterday. However, in order to read critically and write effectively this is an area that needs to be developed as early in the language arts program as possible. A few suggestions for developing some sequence sense follows.

The important thing to remember is to use experiences that are familiar to the children or use objects they can see and handle. A game in which a youngster is asked to perform two or three things and in turn calls upon another youngster to repeat the actions just as they were performed originally is one where the children can see and help determine if the copier is performing tasks in the right order. When a child succeeds in copying a set of actions he may perform several new actions and call on someone else to copy. Some activities that might take place are touching the window, taking a piece of chalk from the chalkboard, jumping, walking across or around the room, sitting on the floor, opening a book, opening and shutting a door, and many other things the children will think of.

In another game a child might pantomime a simple activity such as setting a lunch table, washing hands and face, getting a book and reading it and call on someone to tell or pantomime the activity in exactly the same order it was performed originally. This sort of activity should be kept short and simple, allowing the children to perform more complicated activities as the majority of children become adept at copying the performance.

Call on three children to march or skip around the room. Call on another child to name the order in which the children proceeded: who was first, second, and third. If he can correctly relate names in the right order he can choose two more, arrange his team and proceed as before. Later, more children may be added to the groups performing.

Another game, more difficult, can be used as the children gain in maturity. The teacher may start by saying, "I am going to the store to buy bread." Then the children in turn repeat the complete sentence and add one more item each time. This continues until a child misses the order of things to be purchased or omits some item. At first the children may be able to recall two or three items but their efficiency will improve with practice and their understanding of how to play the game. Some suggestions for starting sentences are:

I am going to the zoo to see an elephant;
I want a pet show with a goat;
I want a farm. On my farm I want a cow;
I hope Santa will come to my house and bring me a new doll;
I would like to be an astronaut and zoom around the world.

This same procedure can be used in writing also, using some story such as "This Is the House That Jack Built" as a model. In the early stages of writing such an undertaking should be a class project with the teacher recording as the children dictate. Later some of the children might like to try to write independently using repeated incidents and adding a new one each time. Such a story might develop as follows:

> This is a boat that Tom made. This is the tree that gave the wood for the boat that Tom made. This is the next that was in the tree that gave the wood for the boat that Tom made. This is the bird that lived in the nest that was in the tree . . .

Dramatization of poems and stories is a favorite activity of children in primary grades. Many of the nursery rhymes and fairy tales with which the children are quite familiar lend themselves readily to dramatization. There will be many stories in basal readers that will be suitable for dramatizing. In the dramatization they will soon realize how important it is to have the action occurring in the right order. Pupil evaluation of their productions is very valuable.

There are some commercial devices which are based on nursery rhymes, fairy tales, nature stories or action stories that will help in the development of sequence. Pictures of parts of a story, poem or action are fitted into a frame in correct order.

Lacking this source of material a teacher might invest in several nursery rhyme books or fairy tales. Two copies of each book are needed because the pictures should be cut out and mounted on tag board. These are useful devices because usually they are larger and can be used with groups of children. They can be placed in a hit-or-miss position in a chart holder or chalkboard ledge for the children to arrange in sequential order. The more immature children will benefit greatly from the discussions that can take place with the use of the pictures.

Nursery rhymes that lend themselves tc this picture activity are:

"Jack and Jill"
"Hey Diddle Diddle"
"I Went Up One Pair of Stairs"
"Little Jack Horner"
"One, Two, Buckle My Shoe"
"Hickory Dickory Dock"
"Humpty Dumpty"
"Knock at the Door"
"Little Miss Muffet"

and many others. Suitable fairy tales are: "Three Little Pigs," "Little Red Riding Hood," "Three Bears," and others. Caution should be exercised in the selection of poems or stories that they are not too long or involved.

Pictures of such activities as a baker baking bread, a mother making a cake, a child going to bed, a cat chasing a bird, Daddy cleaning the car, some farm activity, children at a birthday party, children playing a game, and Mother marketing are available in workbooks and "dime" store story books. These pictures can be cut out, mounted and used in small group discussions, then arranged in correct order on the chalkboard ledge or in a chart holder.

Most of the reading readiness books contain picture pages where children can discuss and decide the order of events. It would be helpful to have several sets

of supplementary readiness books available to provide additional help for a small group of children who will certainly need much help in this area.

Additional workbooks are an inexpensive source of materials which can be cut and mounted as suggested above and used with groups of children who need help in thinking through sequence of events.

When the children are ready for a formal reading program they can be introduced to more difficult exercises involving sequence. During the pre-primer stage the teacher should use two pre-primer readers of a kind to cut the pictures and mount the pictures on tag board. After a story has been read a follow-up activity would be to arrange the pictures of a story in correct order, as the story indicated.

In some stories the children may be asked to draw a picture of the part of a story they like best. When all are completed the pictures are displayed on the chalkboard ledge, then arranged by the children in the order that they happened in the story.

Following are some sets of activities which may either be illustrated or written on the board or written on separate sentence strips. If the children are to illustrate the activities the papers can be folded into three or four sections, depending on the number of activities in a set. The sections of paper are numbered 1, 2, 3 and pictures are made in correct section according to the order in which each happens. If the sets are written on the board some children can copy them on paper in correct order. Again, for less mature children they may need to discuss and rearrange the sets on sentence strips.

These activities are closely related to children's personal experience:

1. cut a cake
   bake a cake
   eat a cake

2. part of a pie
   apples in a basket
   a whole pie

3. Good afternoon
   Good night
   Good morning

4. breakfast
   dinner
   lunch

5. going to bed
   working
   getting up
   eating breakfast

6. eating breakfast
   waiting for school bus
   riding on the bus
   in school

7. a little boy asleep
   taking a bath
   a little boy watching television

Follow-up exercises after field trips offer a good opportunity for stressing sequence in relating events. The preparation plans before going can be itemized in the order they are to be done.

The other areas in the school curriculum which can contribute to sequence thinking must not be overlooked. Science experiments offer a rich opportunity. Reporting an experiment must relate steps in the experiment in sequential order.

The study of seasons, life cycle of frogs, butterflies, etc., contribute to a better understanding of sequence. Again, pictures may be used until the children are ready to write reports.

The children's activities during a section of a day in school may be discussed and/or itemized on the board. Children may be encouraged to share experiences or trips with the class and encouraged to give details in actual order that they happened.

The most refined stage of sequence development at this age level occurs when children can read a story and arrange details of the story in correct order. This is a difficult task for first graders and many will not master it. Much will need to be done in following grade levels in this area.

There are several ways to proceed at this stage. Sentences may be written on tag board sentence strips. After silent reading the children may arrange them in correct order in the chart holder. There may be considerable disagreement and the children should be allowed to discuss and argue their reasons for disagreeing. There might be a need to re-read to decide just which sequence is right. Magnetic boards might be used to write these sentences also. The children enjoy manipulating the magnetic boards.

Sentences might be duplicated and copies given to the children to number 1, 2, 3, 4 according to the order in which they happened in the story. This follows either silent reading or directed oral reading. This exercise should be followed by a discussion period.

Sentences may be written on the board and children asked to copy them in the right order so as to produce an abbreviated version of the story read. This is a difficult process because even the more mature children will accidentally write a sentence too soon, and at this age they are reluctant to "start over" or correct their work when they discover a mistake has been made. For some children it will be necessary to allow them to copy the sentences and number them in the correct order. When an error is made just the erasure of a number or numbers is all that is necessary to make a correction.

Again, this activity must be kept as simple as possible when it is first started. Use very short stories or perhaps just a section of a story, using only three incidents to start with. The number of sentences and length of story can grow as the children grow in this respect. The more advanced children can arrange in sequential order as many as eight or ten events in a story by the end of first grade. This will be unusual so care should be used not to expect the majority of the class to attain this goal. These same advanced children will write more sophisticated stories using details in good sequential order.

These are just a few ideas for use in sequential development. Many other ideas will evolve as the program progresses. The most important thing to remember is that this is one of the most difficult areas approached in the early years in school so it is necessary to proceed slowly. Use experiences which are real to the children and do not overwhelm them with more details than they are able to handle.

Reference should be made for further ideas and games to a study made by Alberta Woodring entitled "Basic Variations in Sequential Approaches" for upper grades. Several games could easily be adapted for use in first grade.

Sources of commercial sequence aids:

See-Quees
Let's Learn Sequence

ABC School Supply, 437 Armour Circle N.E., Atlanta, Georgia 30324

J. R. Holcomb & Co., 3000 Quigley Road, Cleveland, Ohio 44113

The first six weeks of school activities included dramatizing of familiar nursery rhymes and stories, pantomiming simple activities and playing games involving correct sequence of activities.

We started with nursery rhymes.

TEACHER: Let us recall some of the nursery rhymes that you learned in kindergarten or at home. Does someone have a favorite?

Wendy: Jack Be Nimble.

TEACHER: Good! Can you repeat it for us?

Wendy: Jack be nimble
Jack be quick
Jack jump over the candlestick.

TEACHER: Wendy, choose someone to play Jack Be Nimble.

Wendy: Anna.

Anna placed a round container from the shelf on the floor and jumped over it.

TEACHER: Could you tell that she was pretending to be Jack?

Children: Yes.

TEACHER: Whatrhyme or jingle would you like to say, Adam?

Adam: Little Boy Blue.

TEACHER: Say it for us.

Adam: Little Boy Blue, come blow your horn
The sheep's in the meadow, the cow's in the corn.
"Where is the boy who looks after the sheep?"
"He's under the haystack, fast asleep."

TEACHER: That might be a little more difficult to dramatize. Would you like to choose someone to help you?

Adam: Keith and Roger.

TEACHER: Children, do you think he has enough help?

Children: No.

Hannah: He needs cows and sheep.

Adam: Keith and Roger can be cows. Mark and David can be sheep.

TEACHER: Do you have enough people now?

Adam: I will be Little Boy Blue.

Robert: Someone will have to come looking for Little Boy Blue.

Adam: Robert can come looking for me.

TEACHER: Please get together in the back of the room and plan how you will dramatize the jingle.

The boys who were the animals ran to the back of the room and pretended to eat. Robert followed them and shouted, "Where's Little Boy Blue?" He ran up to the front of the room where he found Little Boy Blue pretending to be asleep next to my desk.

TEACHER: Let's let a girl choose a jingle this time.

Pam: Humpty Dumpty.

TEACHER: Repeat it so you can tell us who you need to play it.

Pam: Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty Dumpty together again.

TEACHER: How many will you need?

Pam: Three.

TEACHER: Do you think three will be enough?

Pam (hesitation): I need a horse, man and Humpty.

Mark: She will need lots of horses.

Adam: And lots of men.

Pam: (Shook her head in agreement.)

TEACHER: Pam, you may choose your players, go to the back of the room and plan how you will dramatize.

After a few minutes the children pulled a desk to the space in front of the class. Eric sat on the desk. He fell off and in a scramble the children pretended to be putting him together. They stopped and shook their heads negatively.

TEACHER: That is good. Now can you think of some jingles that it would be fun to draw pictures to show what is happening in the jingle?

Hannah: Jack and Jill.

Susan: Humpty Dumpty.

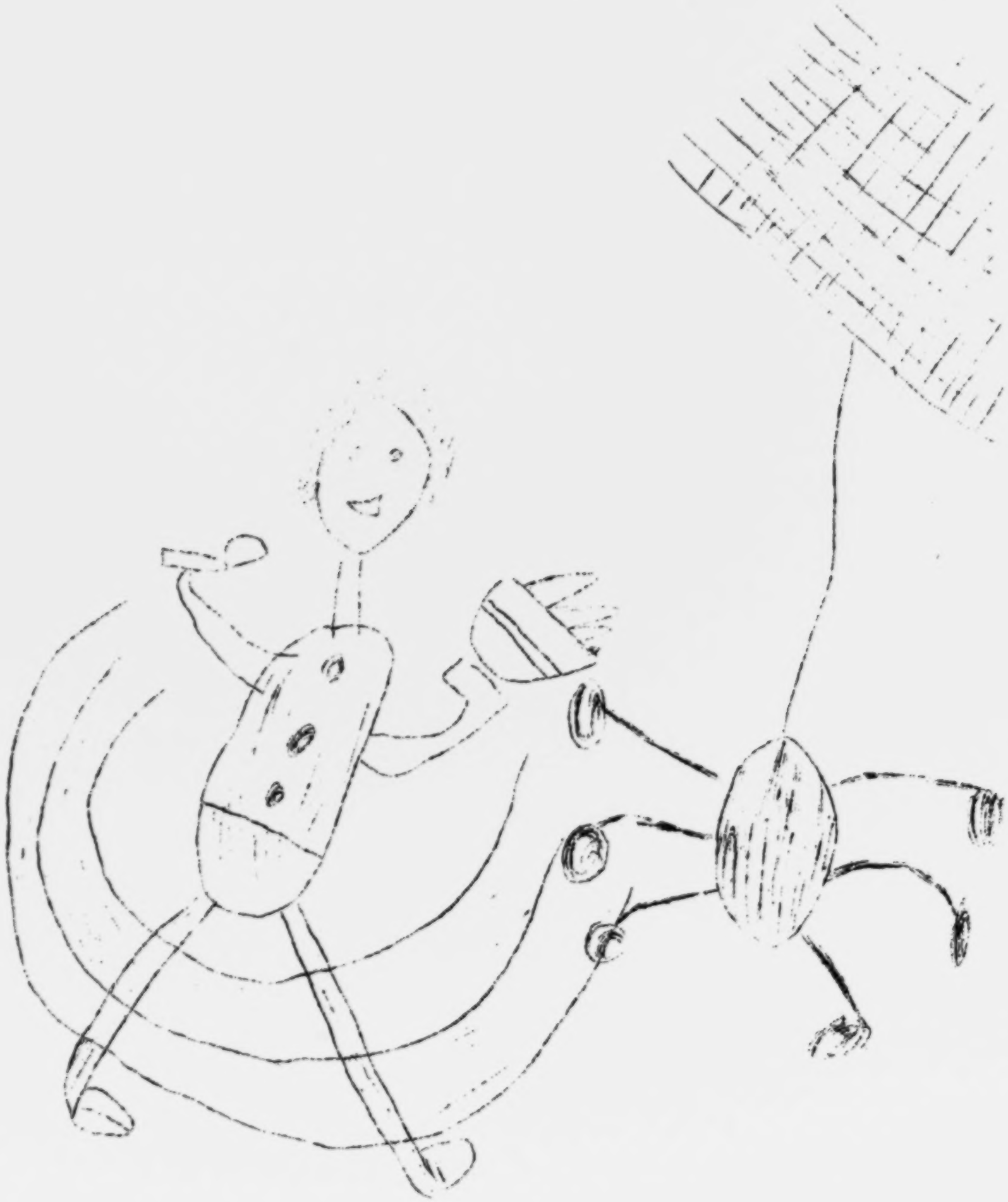
Keith: Little Miss Muffet.

TEACHER: You may choose any of these jingles and draw a picture. When you are finished with your pictures we will choose some which tell the story.

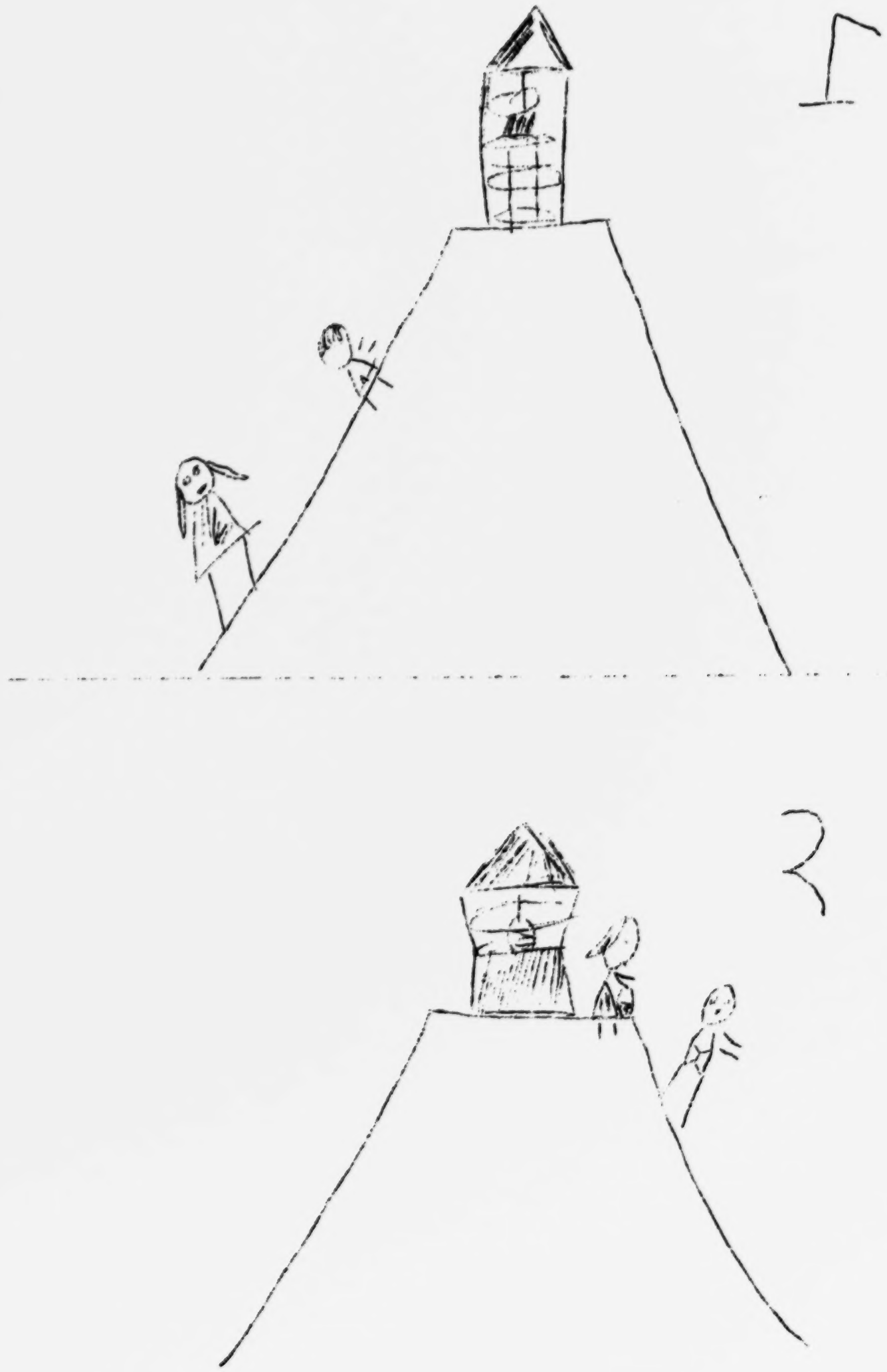
The following pictures were chosen by the children.

Three children worked together to show how things happened in "Little Miss Muffet."

The first picture shows Miss Muffet on the tuffet and the spider going toward her. The second shows the spider getting nearer. The third shows Miss Muffet frightened and ready to run.



Drawings showing sequence of activity in nursery rhyme, "Jack and Jill."



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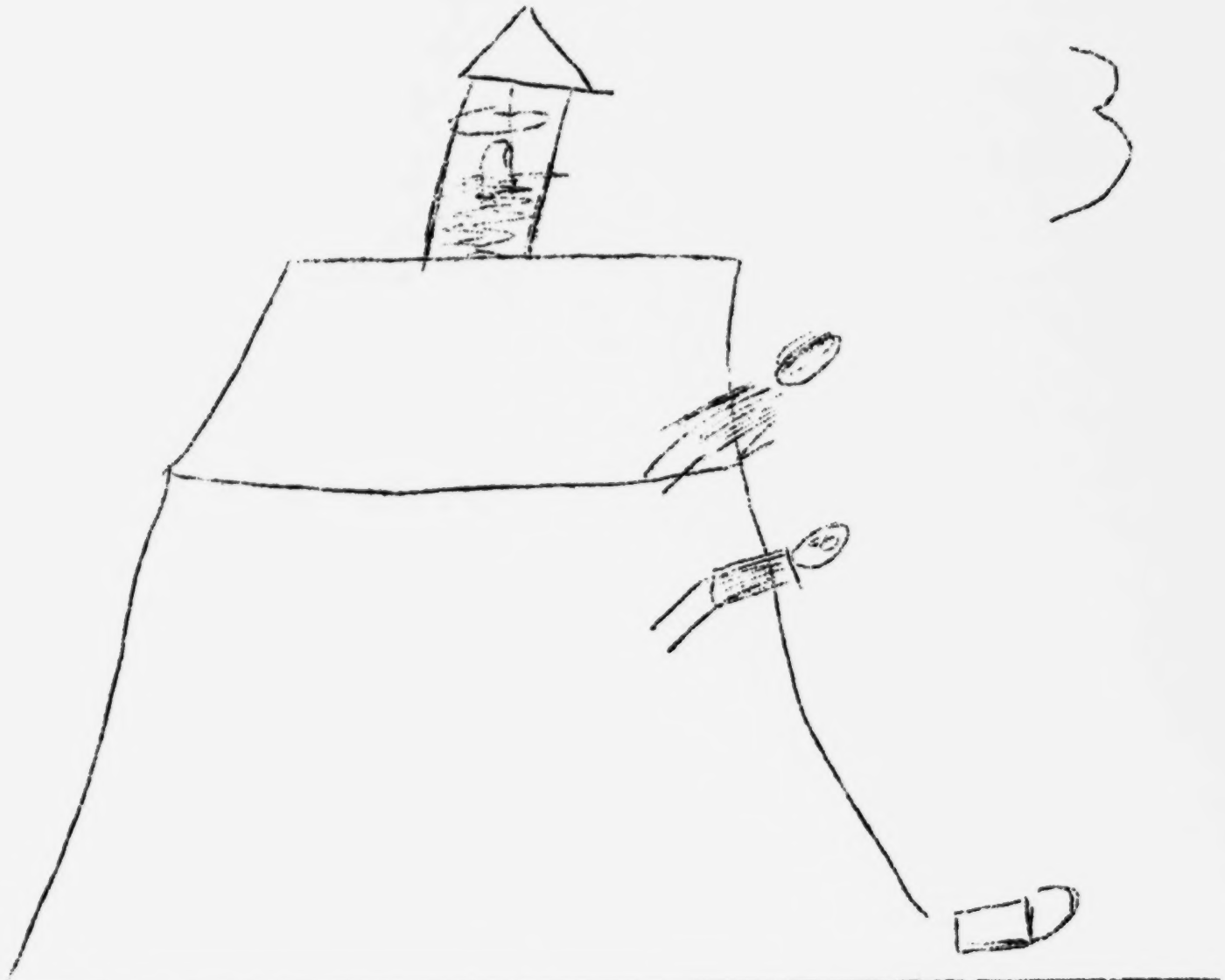

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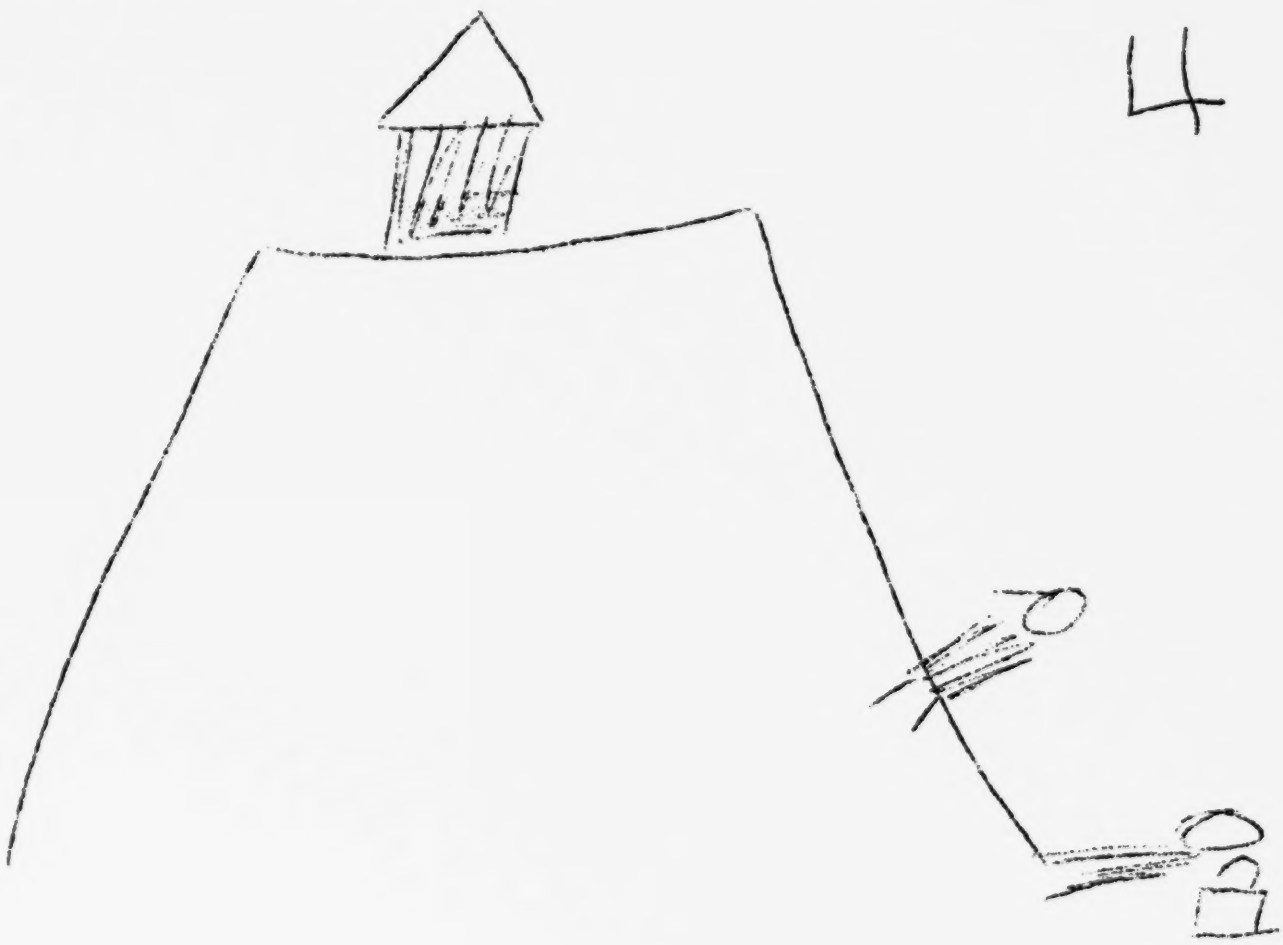
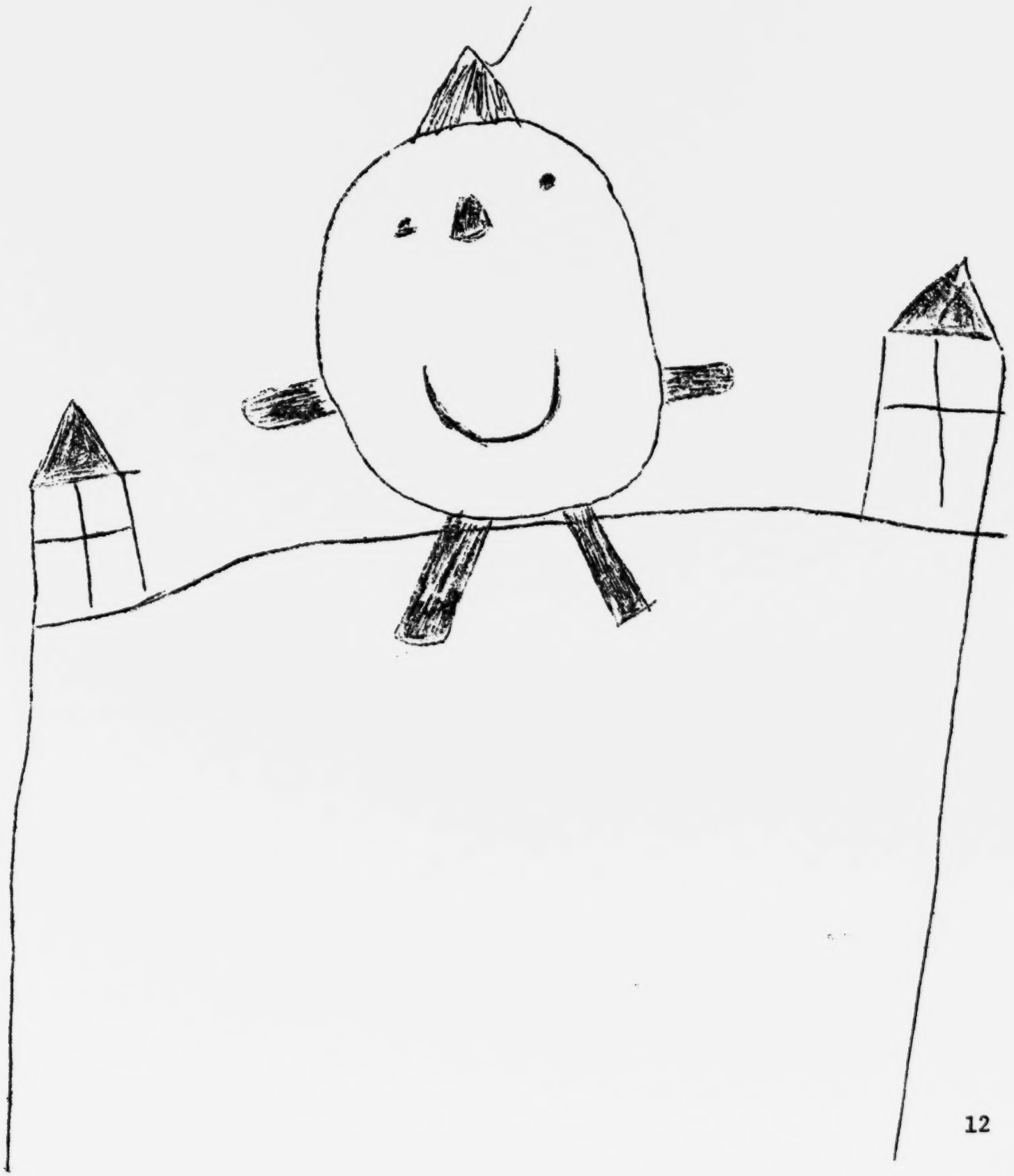


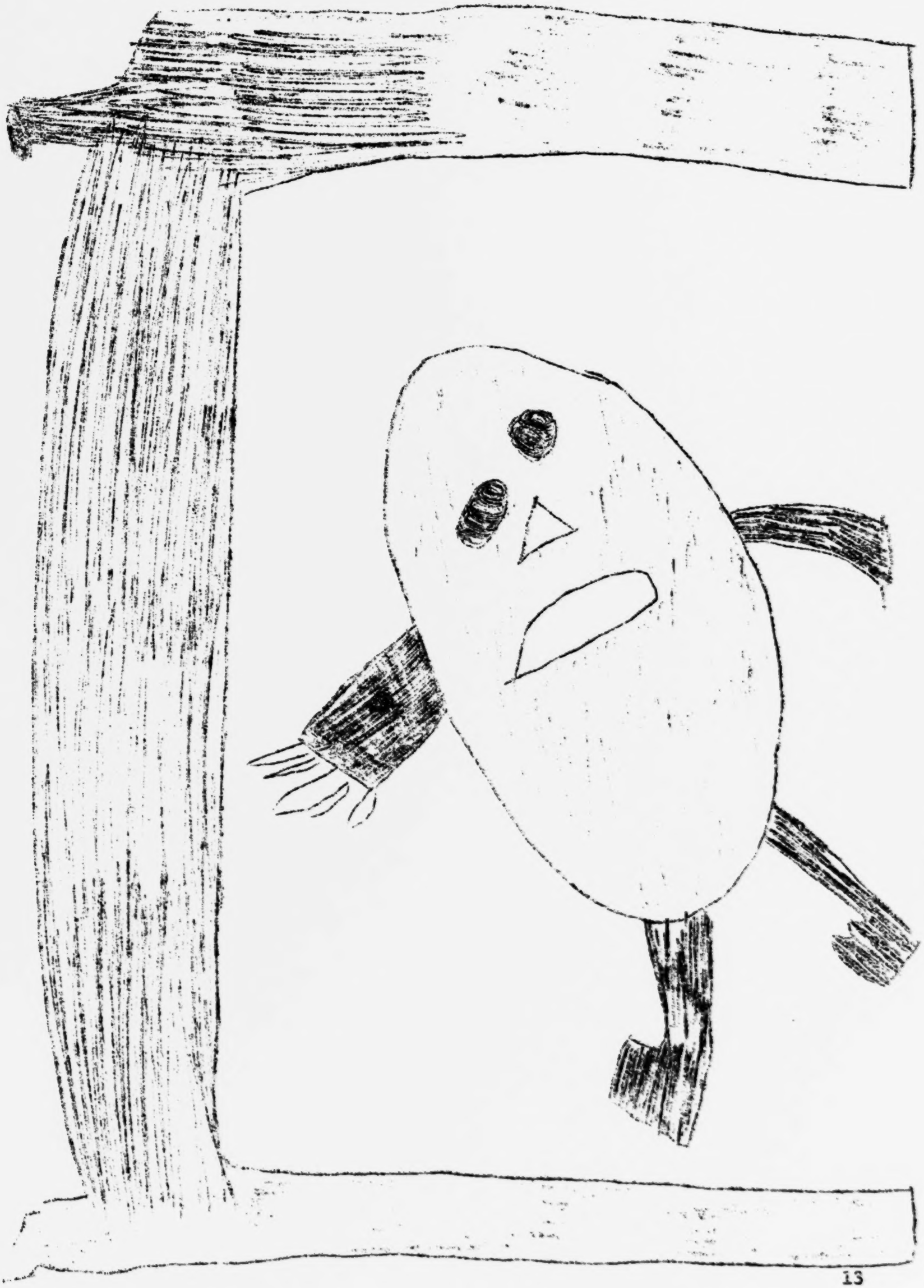
Three children chose to draw parts of the "Humpty Dumpty" nursery rhyme. They were asked to explain their pictures in the order that they happened in the rhyme.

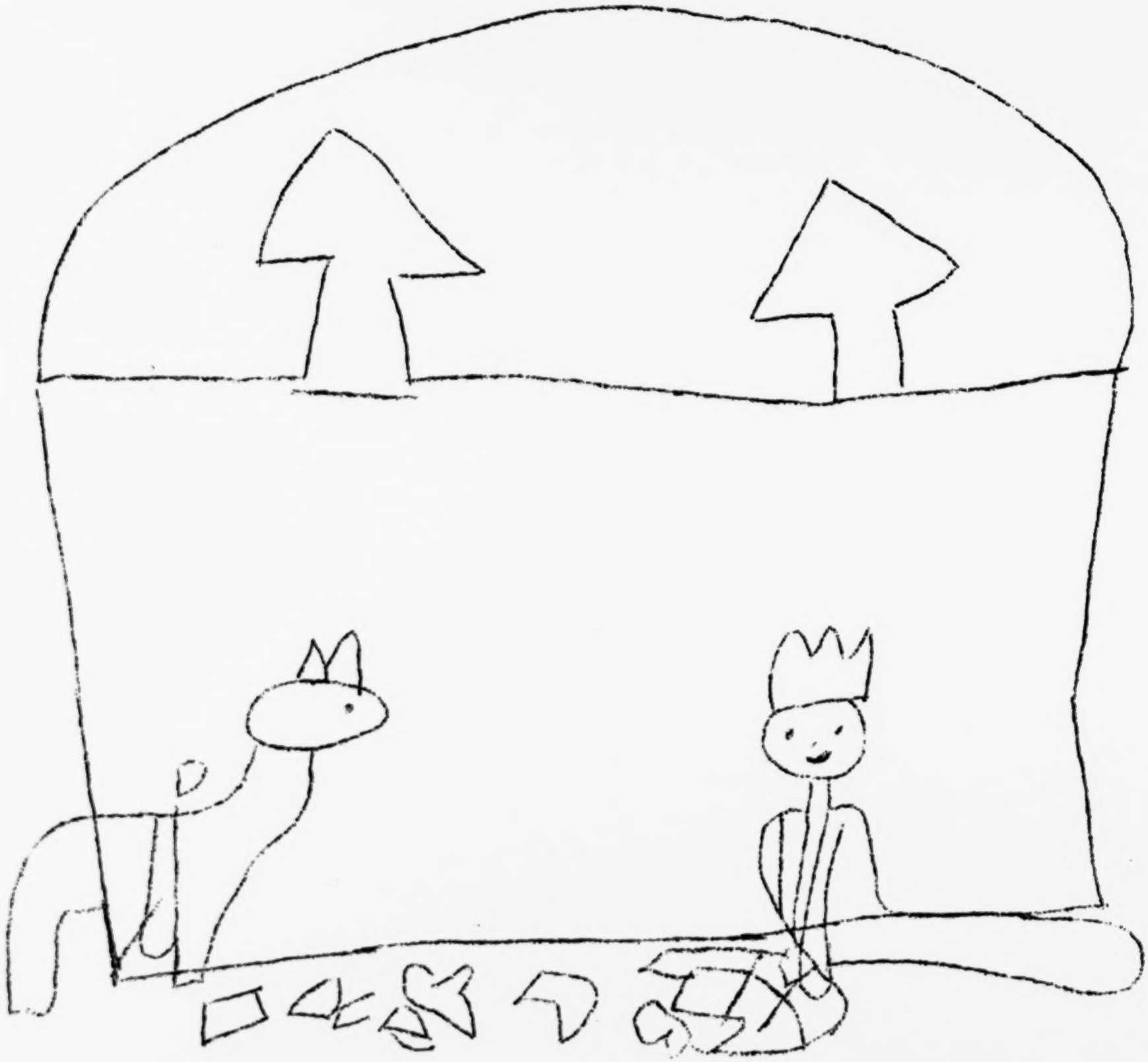
TRACIE: Humpty Dumpty is sitting on a wall. He is happy.

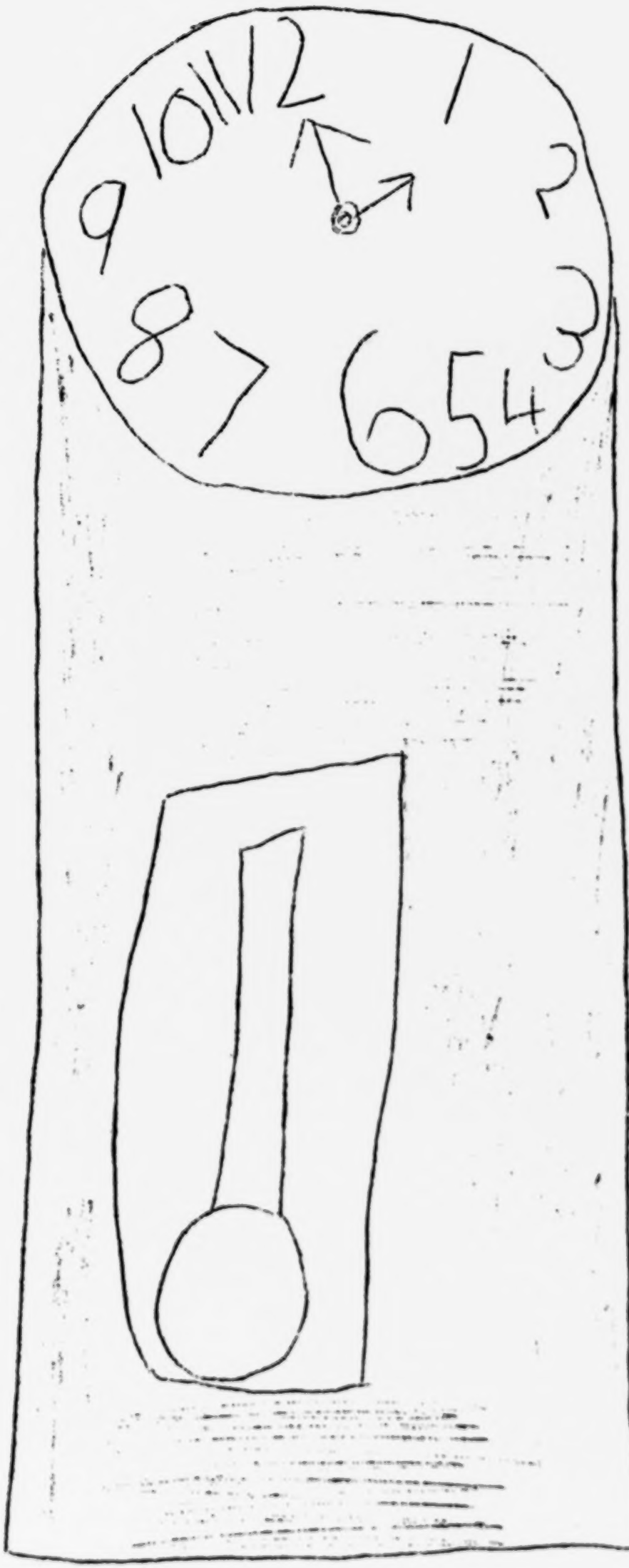
TRACY: Humpty is scared because he is falling down.

ANNA: Nobody can put Humpty together. He broke in little bits. The king and the horse are looking at Humpty Dumpty.

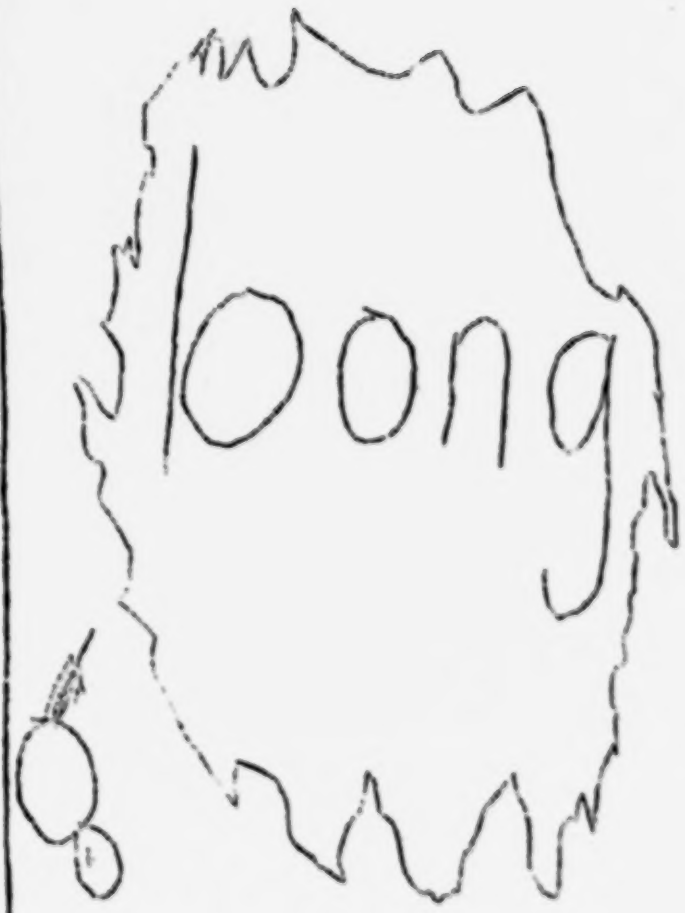


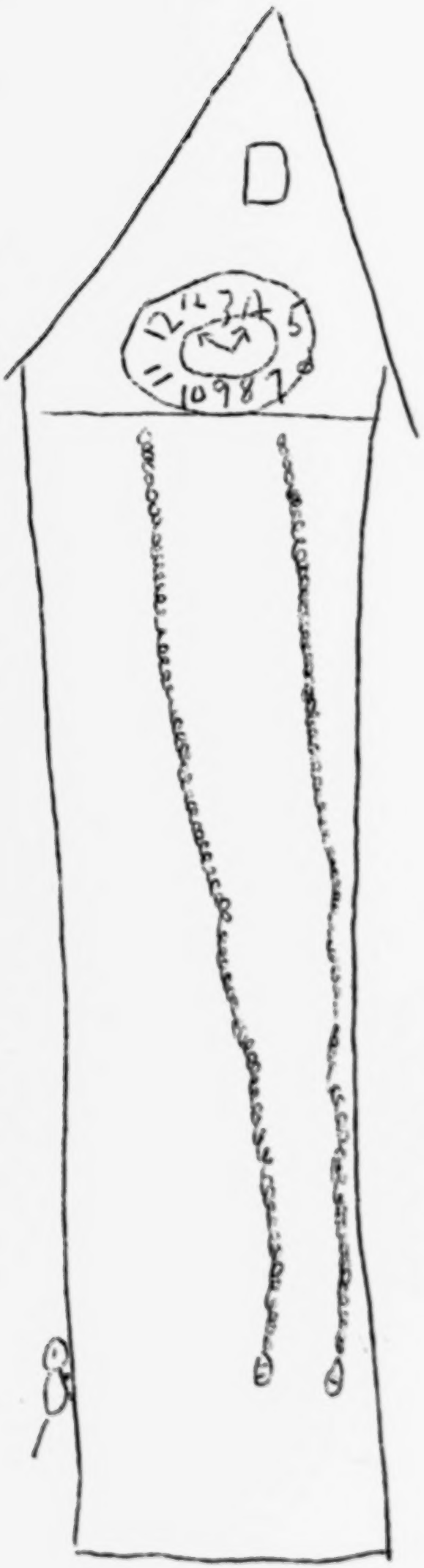






This drawing and the next two show sequence of activities in nursery rhyme, "Hickory Dickory Dock."

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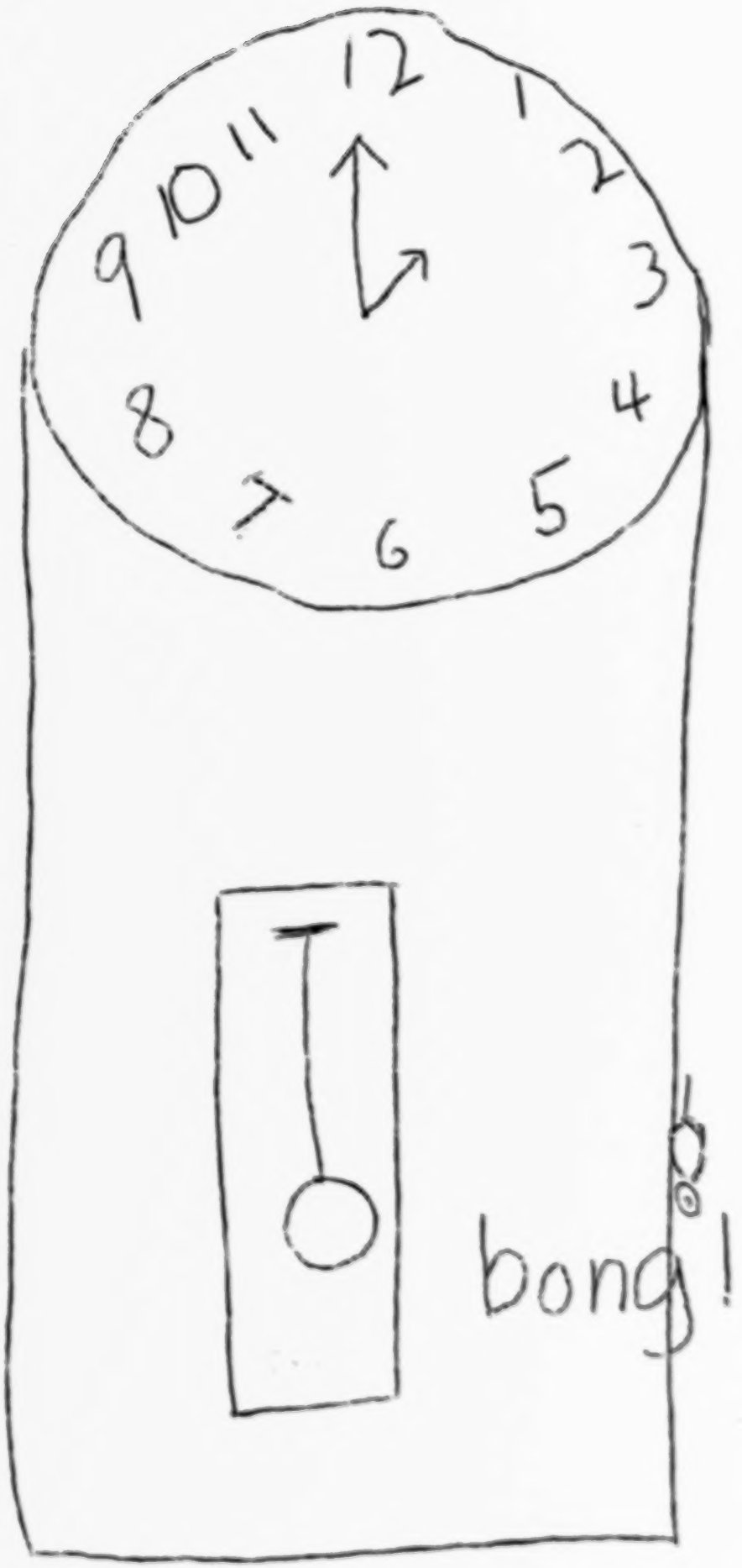

bong!

12
1
2
3
4
5
6
7
8
9
10
11
bong!

Seventh week of school

This week the use of ordinals in denoting position was taught in first grade. It was time now to develop an understanding of the use of ordinal numerals in denoting position. They also learned to recognize the ordinal and words first through tenth.

First day

The first step was to place five different magnetic objects on the board:

The children were told that the ball was first in the row; the apple, second; the flag, third; block, fourth; and the butterfly, fifth. Several children were called upon to go to the board and point to the fifth object, the third object, etc. Then another child was asked to go and change the positions of the objects; for example, trade the positions of the third and first objects, the second and fifth, and so on.

The following approach was the next step:

TEACHER: I am thinking of the third object.

Pupil: It is the butterfly.

TEACHER: I am thinking about the fifth object.

Pupil: It is the flag.

The objects were rearranged and the children continued with the above game.

Five squares were drawn on the board. One child was asked to make an X in the second box. Another was asked to put a circle in the fifth, and so on until all boxes were filled.

Now the words for first, second, third, fourth and fifth were introduced to the children. The ordinal words were passed out to five different children while five other children were arranged in a row in the front of the room.

I described one of the boys by saying: "I am thinking of the boy with the blue sweater. Will the person who has the card telling what his position is in the line please come and give the ordinal to him?" This continues until all the ordinals are in the hands of the correct child.

The cards with the ordinals were collected. I held up two cards and asked a child to change the two children to these positions. Then I held up two other cards and asked another child to change the positions of these two children. These children were sent to their desks and five girls were asked to line up in front of the room. A child was asked to come up and show two ordinals and call on another to change the positions of two girls. This procedure continued with

three more children selecting ordinal numbers and asking some child to either change the positions of the children or to do something to a child, such as tap the third girl, turn the first girl around, give something to the second, etc.

The children were then given S.R.A. work sheets with instructions to mark the ordinal indicated in each row. Several children needed help with the ordinal numbers on the back because they were out of order. Only the more advanced children can learn to recognise the five ordinal words in one session.

Second Day

The use of ordinal numerals was extended from the sixth through the tenth. The same procedure was used by placing ten magnetic objects on the board and asking different children to do different things with the objects, such as pointing to the sixth, pointing to the ninth, etc.

The activities were varied just as they were the day before. The positions of the objects were changed so that the children would not associate a certain ordinal with a certain object.

The same games that were used the first day were repeated, using ten objects or children instead of five.

The children were given a four by twelve paper with ten boxes drawn or sectioned on it. The X shows the starting position and must be on the left so they

will be sure to work from left to right. They were asked to draw the following objects in their respective positions:

an apple in the seventh box	a triangle in the fifth box
a box in the third box	a cat in the ninth box
a chair in the tenth box	a star in the sixth box
a ball in the fourth box	a sailboat in the eighth box
nothing in the second box	a heart in the first box

Then the S.R.A. work pages for marking objects in different boxes in the specified positions were given to the children. They were given time to mark their papers. As the papers were completed I checked their papers with them. If there were errors I had them check and recount the parts where the errors were made.

Third Day

The ordinal words were displayed on the front bulletin board in the pattern shown at the right. The figures were black silhouettes and the little banners were tag board. The children could refer to them as often as they needed to until they readily recognised the words for the ordinals.

A packet of cards was placed in the holder in the back of the room. The children can use these cards in their spare time to learn to recognize the ordinal words.

Another sectioned four by twelve paper was passed out to each child. This time the instructions were written on the board:

fifth box - a little house
second box - a blue box
tenth box - a yellow ball
first box - a kitten
eighth box - a rabbit
third box - a cake
sixth box - a little airplane
fourth box - a red apple
ninth box - a green apple

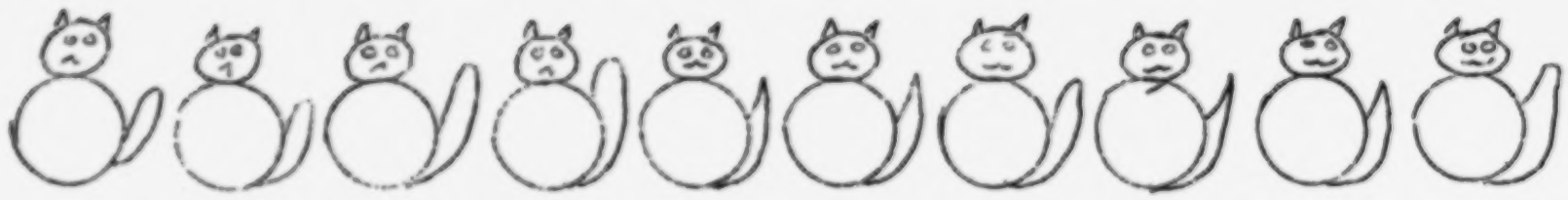
This was seat work activity for children while I worked with reading groups.

Fourth day

Use another four by twelve inch paper sectioned in ten sections with the following instructions on the board:

Color the sixth box red
Color the third box yellow
Color the first box gray
Color the tenth box purple
Color the seventh box green
Color the eighth box white
Color the second box blue
Color the fourth box orange
Color the ninth box brown
Color the fifth box black.

This also was independent seat work activity. A color chart remains on the wall because two children are not sure in their recognition of their color words yet.



sixth cat- blue
second cat - gray
tenth cat - pink
fourth cat - purple
first cat - black
seventh cat - brown
ninth cat - green
fifth cat - orange
third cat - yellow
eighth cat - violet

---

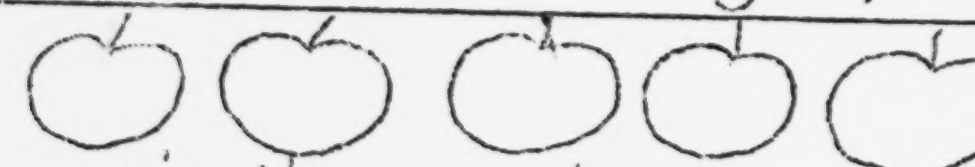
tenth ball - blue
ninth ball - black
eighth ball - white
third ball - purple
sixth ball - yellow
first ball - pink
second ball - green
fourth ball - gray
seventh ball - orange
fifth ball - brown

Name

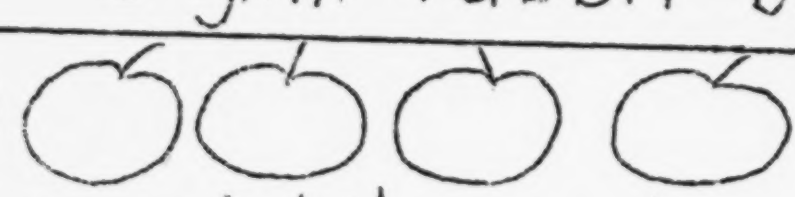
---

third rabbit - red
sixth rabbit - blue
ninth rabbit - yellow
first rabbit - green
fourth rabbit - gray

second rabbit - white
fifth rabbit - black
seventh rabbit - brown
tenth rabbit - purple
eighth rabbit - black



ninth apple - green
second apple - yellow
fifth apple - red
tenth apple - green
first apple - yellow



eighth apple - green
third apple - yellow
seventh apple - red
fourth apple - orange
sixth apple - red

My name is

6+1

7+1

2+1

3+1

1+1

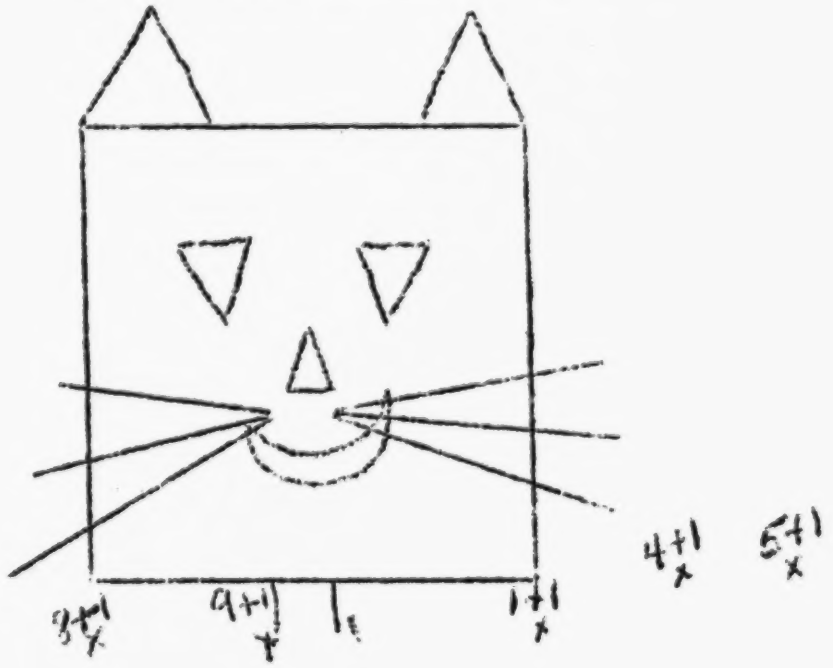
one

5+1

4+1

9+1

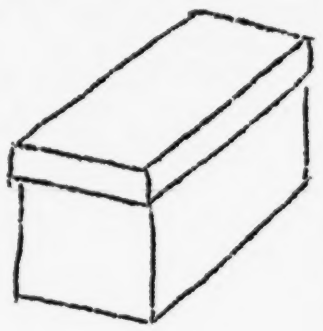
8+1



7+1

2+1
3+1
6+1

Name _____

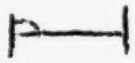
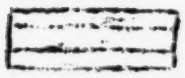
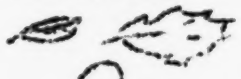
Cut and paste - Write these words			
			
Which picture is first?			
Which picture is second?			
Which picture is third?			
Which picture is fourth?			
first	second	third	fourth
box	chicken	ball	tree

Too Much Noise by Ann McGovern (Houghton Mifflin Co., Boston, 1967)

I read this book to the children. Before reading the book I had written in two different columns on the board:

first_____	first_____
second_____	second_____
third_____	third_____
fourth_____	fourth_____
	fifth_____
	sixth_____

After reading the story the first column was used to recall the noises in the house that annoyed Peter. Since their reading vocabulary is still limited, I used pictures instead of words. The sequence record was as follows:

first		(bed creaking)
second		(floor squeaking)
third		(leaves falling on the roof)
fourth		(teakettle whistling)

In the second column the children recalled the things the wise man told Peter to get:

first - a cow
second - a donkey
third - a sheep
fourth - a hen
fifth - a cat
sixth - a dog.

This was a good story to use to help the children feel sequence because there was much repetition as the story developed. The children experienced no difficulty recalling events.

Story: "Ducks and Ducks" from Up the Street and Down Primer (American)

Sequence: follow-up activity.

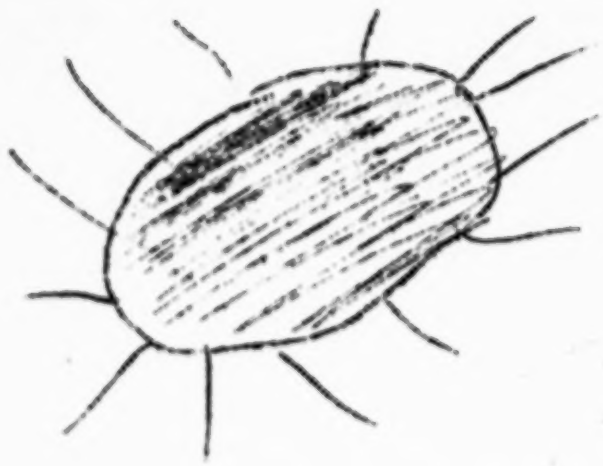
This story was read silently using the questions and directions in the manual to help with comprehension. Oral re-reading followed, letting the children choose the parts they wanted read. Then the children were asked to draw a picture of the children and ducks following Mr. Little to the park.

Mark, Hannah and Robert labeled the children in correct order. David and Kevin did not name the children, and Pam labeled the children in reverse order. The ducks were immediately behind Mr. Little with the children following.

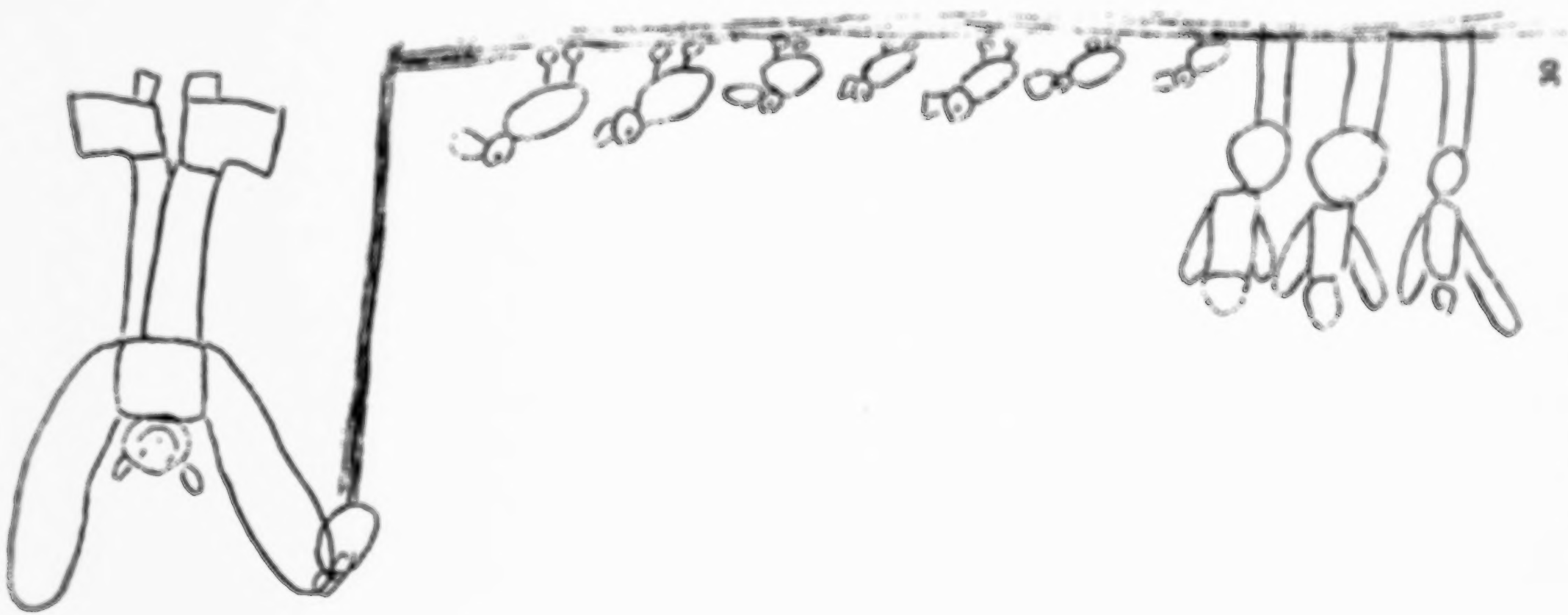
Freddie
Poirue
Jimmy
Jack

Freddie
Polly
Sue
Limmy
Jack

Mr Little



Freddie
Billy Jack



Jack Jimmy Sue Polly Freddie

Reading lesson:

"The Snow Man Wants a House" from At Play primer

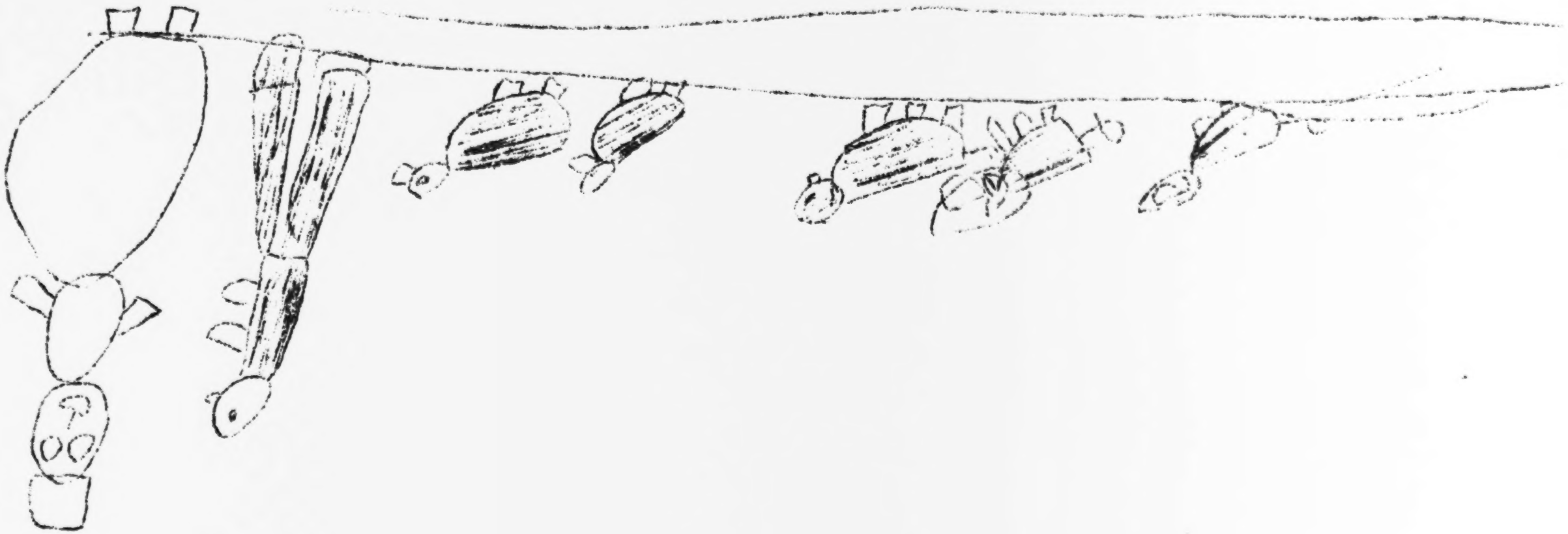
Authors: Hildreth, Felton, Henderson and Meighna

Publisher: John C. Winston Co.

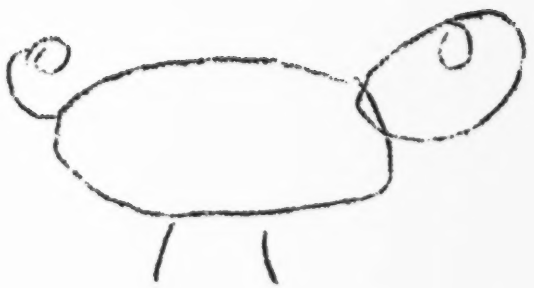
The story was read silently, then orally, by a group of four children during the last week in September. Three of the children were repeating first grade. One was a girl, first year first grader with Montessori training.

After the oral reading they were told to leave their books on the reading table and go to their desks. There they were to draw a picture of characters running after the snow man in the order they appeared in the story.

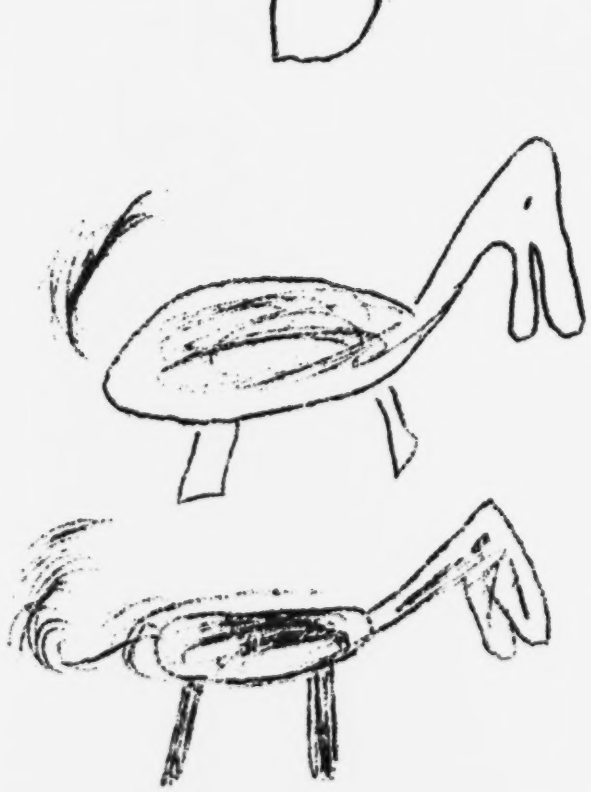
The order is correct in each case. Hannah labeled her characters with initials. Pamela explained that the ducks were about to go around the corner following the boy and snowman. Three little pigs completed the parade.



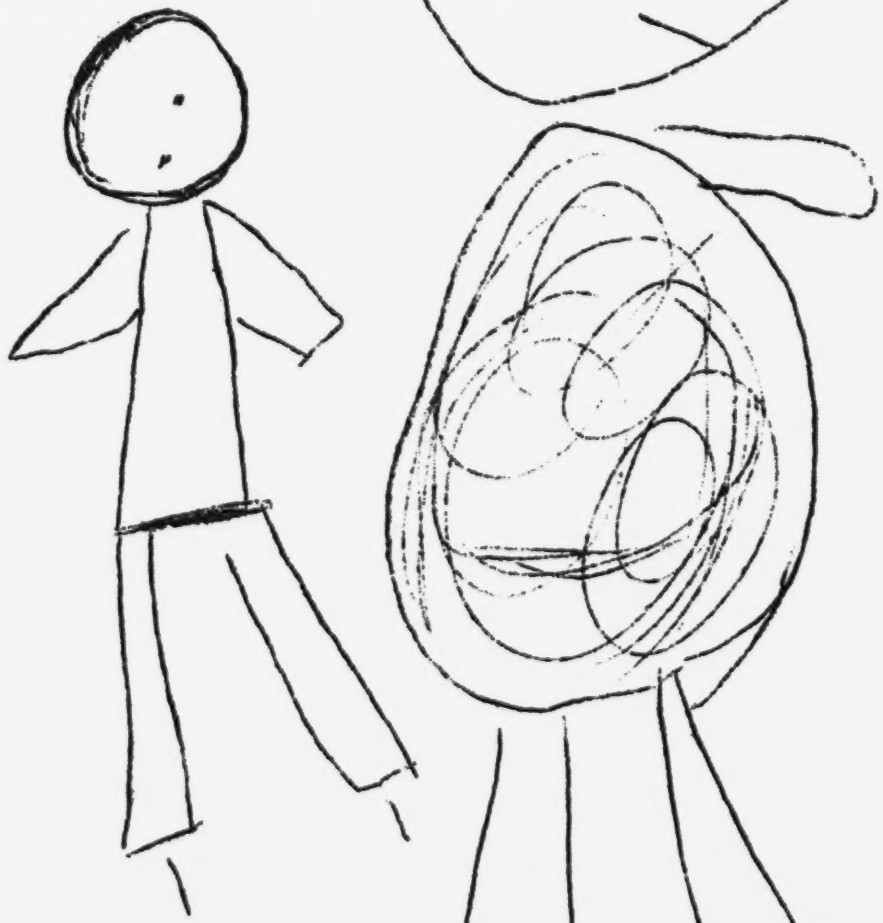
P



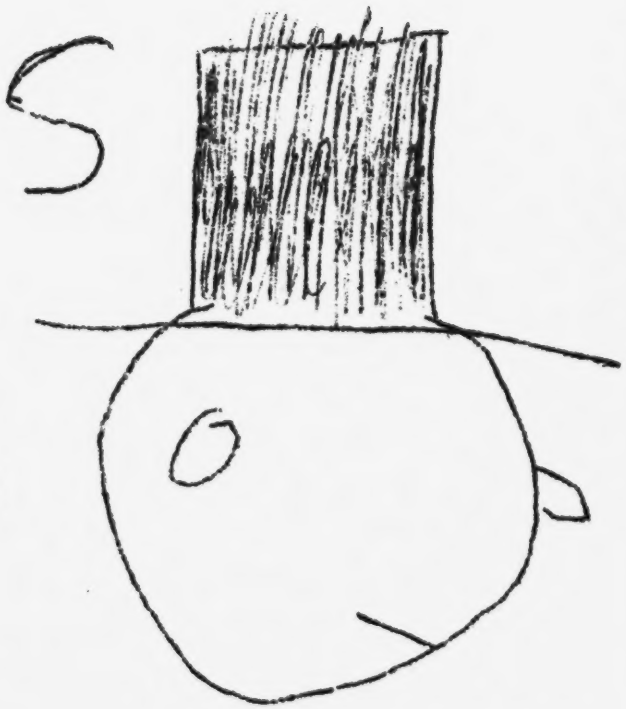
D



Lb



S



"Jip" from Day In Day Out, Rowe Peterson Co.

The following group of duplicated sentences taken from the story "Jip" was given to six children in the third group. The third group is the most immature group of children in this particular class.

_____Jip saw a pretty red bird.	(third)
_____Jip saw a duck.	(fifth)
_____Jip ran away.	(first)
_____Jip went home with May.	(sixth)
_____Jip saw a rabbit.	(fourth)
_____Jip saw a kitten.	(second)

Notice that the sentences are very simple. The story was also well illustrated with pictures that followed the sequence. The stages of the story are well defined. All six of these children were able to correctly find the sequence of events.

This is primer level reading and was done in the fourth week of the second semester.

Another excellent story in this same book that can be used to dramatize and to develop sequence is "A Good Breakfast."

"Funny Bunny Rabbit" from On Cherry Street, Ginn First Grade Basic Reader.

Twenty-one children copied the following sentences from the chalkboard. They read the story silently and numbered the sentences in the order that they happened in the story.

_____Mr. Goat would not get out of the house.
_____Funny Bunny asked Mr. Turkey to help her.
_____Funny Bunny found a cabbage.
_____Mr. Goat ran out of the house.
_____Funny Bunny saw Mr. Goat in her house.
_____Little Bee helped Funny Bunny.
_____Funny Bunny asked White Lamb to help.

Two children numbered the sentences correctly; six children missed two sentences; five children missed three; four made four mistakes; and four missed four sentences. One of the children who missed five sentences omitted the numeral for six; one other child in this group copied one sentence twice and omitted another.

This performance of twenty-one children emphasizes the difficulty of this kind of assignment. Copying seven sentences from the board is in itself a difficult task. Some children misspelled words which is not a serious problem and does not interfere with the assigned task but does indicate that these children are not mature enough for this advanced assignment.

All of the children were able to find the first event in the sequence. Otherwise, there was no consistency in errors made by the whole group.

A second reading helped the class find the correct order of events. The children were asked to read until they came to the part that tells the first thing that happened. Then a child was asked to put the numeral 1 before that sentence on the board. The same procedure was used until all sentences on the board were correctly numbered. During the re-reading the children experienced very little difficulty in correctly numbering the sentences.

This activity took place in the first week of the last six weeks of the school year. The results are typical of what children can do in this area at this time of year. It was followed by exercises using sentences on tag board to be arranged correctly in the chart holder.

Sharon:
3 Mr. Goat wuld not get out of the house.
5 Funny Bunny asked Mr. Turkey to help her.
1. Funny Bunny found a cabbage.
7 Mr. Goat ran out of the house.
2 Funny Bunny saw Mr. Goat in her house.
6 Little Bee helped Funny Bunny.
4 Funny Bunny asked White Lamb to help her.

Pamela:
4 Mr. Goat would not get out of the house.
5 Funny Bunny asked Mr. Turkey to help her.
1 Funny Bunny found a cabbage.
7 Mr. Goat ran out of the house.
2 Funny bunny saw Mr. Goat in her house.
6 Little Bee helped Funny bunny.
3 Funny Bunny asked white lamb to help her.

Keith:
2 Mr. goat would not get out of the house.
Funny bunny asked Mr. trukey to help her
1 Funny bunny Found a cabbage
7 Mr. goat ran out of the house.
3 Funny Bunny saw Mr. goat in her house.
6 Little Bee helped Funny Bunny
4 Funny Bunny asked white lamd to help her.

Susan:
6 Mr. Goat would not get out of the house.
4 Funny Bunny asked Mr. Turkey to help her.
1 Funny Bunny found a cabbage.
7 Mr Goat ran out of the house.
2 Funny Bunny saw Mr. Goat in her house.
5 Little Bee helped Funny Bunny
3 Funny Bunny asked White Lamb to help her

Roger:
7 Mr. goat would not get out of the house.
4 Funny Bunny asked Mr. Turkey to help her.
1 Funny Bunny found a cabbage.
8 Mr. goat ran out of the house.
2 Funny Bunny saw Mr. goat in her house.
5 Little Bee helped Funny Bunny.
3 Funny Bunny asked White lamb to help her.